

AL 1-1304
02

June 2000



English 33

Part A: Written Response

Grade 12 Diploma Examination

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June 2000

English 33

Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

Value 25% of total examination mark

- **Section II:**
Functional Writing

Value 15% of total examination mark

- **Section III:**
Response to Visual Communication

Value 10% of total examination mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

Instructions

- You may use the following print or electronic references:
 - an English language and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.



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SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested Time: 75 minutes)

Read the following excerpt and complete the writing assignment.

The narrator, an American school teacher, tells his class of American students about an event that took place in the early 1970s when he was teaching in a tiny remote village in Cameroon, West Africa. He begins the story by explaining to his class that he had left the village for a holiday and that his home was being cared for by his young Cameroonian houseboy, Ipanda.

from THE AFRICAN TALE

“Get to the part about the snake,” chimes an impatient boy.

“The tale,” I remind him, “is not really about a snake.”

I ignore the moans of disappointment and gather patience. There are slides at home—a visual travelogue of twenty-four months in a struggling nation. Experience tells me to leave the pictures at home because storytelling brings Africa—or any Third World nation—alive in a way no photo can.

“During my absence from the village,” I continued, “Ipanda had opened the back door of the house and made his way along the dim hall into the living room. He sat on the cot in his bedroom at the front of the house and lit a kerosene lamp. For a long time he read by the yellow light. Behind him, near the entrance to his room, a thud—a sudden slap against the tile floor—alarmed him. As a boy of the bush, he knew better than to intrude upon the unknown in darkness. He shut the door, swung both feet up on the bed, blew out the flame of his lamp, and waited for morning to bleed light through the shutters.

“At dawn he explored every corner of the house with great care. Finding nothing to account for his fears, he made his way to market and returned by midday. He searched the house again, found nothing. Then he sat on his bed and began to read. In a while he became aware of a presence in the living room. At a glance he saw what two searches had failed to uncover: in the seat of a rattan,¹ swaying hypnotically from side to side, was a three-foot green mamba² coiled for strike.

“Ipanda exited through the window and ran down the hill to the road where he asked some of the village men for help. The men talked it over briefly and decided to do nothing.”

A girl in the front row looks puzzled: “Why?” she asks. “Why wouldn’t they help him with the snake?”

“They wanted to,” I say simply. “But the villagers wouldn’t remove the snake because they considered the task impossible; they thought it was a guardian, an immortal

Continued

¹rattan—bamboo chair

²mamba—snake whose poisonous bite is often fatal

spirit, of my house, a product of *my* magic.”

“*Your* magic?” Their laughter fills the room.

“What happened next?” ventures a girl.

“Ipanda killed the snake.”

“How?”

“He took a machete from the adobe kitchen, cut a length of bamboo, and beat the mamba to death.”

I let silence grow.

“That’s it? That’s the story?”

“The beginning of it,” I bait them. “But you wouldn’t be interested in the rest.”

A chorus of *yes* follows. The room is electric, intense. Quiet.

“Ipanda became a white man,” I say.

“A white man?”

“Yes,” I assure them. “In every way that mattered to the villagers, he became a white man.”

“What do you mean?”

“By killing the snake,” I explain, “my house boy proved he had the same power as I had.”

“But you’re *not* magic,” protests a boy.

“Not to you maybe,” I explain. “You and I live in a world of cars, planes, and rockets that fly to the moon. The residents of remote African villages know these things exist, but they do not explain them as science. They explain them in the language of their ancestors as myth and magic. To them I was a wizard from the land beyond the rain forest, and by killing the snake, Ipanda had put himself in a new light among his peers—among all villagers. He had trespassed into another world. He was no longer a boy of the bush. He was no longer a boy. And there was no going back.”

The bell rings. The spell is broken. I am not sure what they understand, and there is so much more to say. I wonder, for example, if they’d care to know that Ipanda left his village, attended secondary school in Yaounde, graduated from the University of Cameroon, took a degree in law, and became a lawyer for his nation’s Supreme Court. Most of all, I wonder whether my students would see these achievements as his loss or as his gain. . . .

At three o’clock a girl with an armful of books is at the door of my classroom. Perhaps it is asking too much that she—or her classmates—fathom the dilemma of an African boy whose life was changed forever by the death of a snake. . . .

Nick Spencer

THE ASSIGNMENT

In this excerpt from “The African Tale,” a boy’s life is dramatically altered by an encounter with a snake.

What is your opinion of the idea that a single event can significantly alter the way we live our lives?

In your writing, you should

- consider the details in this excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 6, 8, and 10.

*If you are using a word processor, staple your Section I finished work here.
You may make corrections directly on your printed page(s).*

Section I: Personal Response to Literature

Written Work

There is additional space for written work on pages 7, 9, and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 8 and 10.

[illegible]

Section I: Personal Response to Literature

Planning

There is additional space for planning on page 10.

Section I: Personal Response to Literature

Written Work

There is additional space for written work on page 11.

Section I: Personal Response to Literature

Planning

Section I: Personal Response to Literature

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation below and use it to complete the writing assignment that follows.

THE SITUATION

Early in the school year, students of Nalwen High School pledged themselves to raise \$5 000 so that they could send ten children to Unique Peak Camp. The deadline for both the camp registration and payment of the \$500 per child camp fee is June 15. Although the student body is very hard-working, students have raised only \$2 500. There are only six weeks left to raise the additional \$2 500 needed to send all ten children to camp. Students realize that unless they can find other sponsors within the community, five of the children they originally pledged to send to camp will be unable to attend.

You are Pat Jones, the Grade 12 representative on the Nalwen High School Students' Council. The Council has asked you to write a letter to Fran Proctor, the President of the Nalwen Community Foundation, asking the Foundation to sponsor the camp fees for one child. **In your letter, you must persuade the Nalwen Community Foundation that sponsoring a child for the camp would be a worthwhile use of its funds.**

You have collected information to help you to prepare your letter: a local newspaper article about the fund-raising project, an excerpt from a Canada Council report entitled *The Progress of Canada's Children*, and a brochure describing Unique Peak Camp. (See pages 13, 14, and 15.)

To make your letter persuasive, use your own ideas as well as selecting appropriate details from the information provided.

THE ASSIGNMENT

Write a letter that will persuade the Nalwen Community Foundation to sponsor one child's attendance at Unique Peak Camp.

In preparing your letter, BE SURE TO

- consider your purpose and audience
- study the information on pages 13, 14, and 15
- use an appropriate tone

Remember to sign your letter PAT JONES, Grade 12 Representative, Nalwen High School Students' Council.

Continued

EDITORIAL

Nalwen Students Search for Sponsors

Kids helping kids

Students at Nalwen High School (NHS) are trying to make a difference in the lives of children who would not otherwise have the opportunity to experience the joys of summer camp. The students believe that if children are provided with enriching experiences, there will be long-term

benefit to both the child and the community. To this end, the NHS Students' Council pledged themselves to raise \$5 000 so that they can send ten deserving children to Unique Peak Camp this summer. The ten children from Nalwen will

participate in exciting wilderness activities and live in a central lodge with other campers from all over Alberta.

Pat Jones, Grade 12 representative of the NHS Students' Council, emphasizes that the students themselves came up with the idea of sponsoring children for camp. Pat points out that many Nalwen students are dedicated to this project because they know how the high cost of recreational activities restricts access for children of low-income families.

Students have raised money by staging a flea market, two car washes, and several bake sales. They have also provided services such as shoveling snow and planting spring gardens for old age pensioners.

To date, NHS Students'

Council has raised only half of the funds needed to send the ten children to camp. With the registration deadline only weeks away, the students are running out of time, but they haven't given up hope. Anyone

wanting to donate,

or better yet, to fully sponsor

a "kid for camp" should contact Pat

Jones at NHS.

Our high school students are following the role model of the many generous adults who volunteer their time to social services and recreational activities, many of which benefit children and youth. The Canada Council on Social Development reports the youth volunteer rate nearly doubled between 1987 and 1997. The future looks bright!



Continued

SECTION II: FUNCTIONAL WRITING

The screenshot shows a web browser window with the address bar displaying www.csd.ca/pcc98/pcc98hle.htm. The main heading is "The Progress of Canada's Children 1998". Below the heading is a paragraph: "The long-term goal of *The Progress of Canada's Children* report is to measure indicators of the well-being of our children and youth from year to year. This third edition reveals changes that have occurred over the 1990s. It also presents new data on areas where Canadian children are doing well and on other areas where concern is warranted."

Portrait of Children and Youth

Economic Security	<ul style="list-style-type: none">● Spending on essentials ate up less family income in 1996 than it did in 1992. However, lower-income families still spent more each month on all expenditures than they earned, while high-income families increased their savings ability.● The gap between rich and poor families grew by more than \$3,000 between 1994 and 1996. The number of poor children increased from 1.36 million in 1994 to 1.5 million in 1996, raising the child poverty rate from 19.5% to 21%.
Community Resources	<ul style="list-style-type: none">● Housing is less affordable for a growing number of families. Between 1991 and 1996, housing affordability problems grew, particularly among young and lone-parent families, and social housing construction stopped in most provinces.● Cost restricts access to recreational activities for low-income families. Less than half of low-income families with children spend money on user fees for recreational activities, compared with 72 % of high-income families.
Social Engagement	<ul style="list-style-type: none">● Youth crime rates dropped for the sixth consecutive year. For the second consecutive year, charges against youth for violent crimes dropped.● Bullying among children is a serious concern. New data indicate that one in seven Canadian boys between the ages of four and 11 bully other children, as do about one in 11 girls.
Learning	<ul style="list-style-type: none">● Children's access to extracurricular learning opportunities varies according to family income. Children in high-income families are three times more likely to participate in such activities than are children from lower-income households.

—Canadian Council on Social Development

Continued

SECTION II: FUNCTIONAL WRITING

UNIQUE PEAK CAMP



- ☒ Challenging educational and physical education programs
- ☒ Wheelchair accessible
- ☒ Appealing, nutritious meals
- ☒ Basic but comfortable accommodations
- ☒ Materials and equipment supplied



Come
Join

the Fun!

Programs

- Backpacking
- Rock climbing
- Theatre arts
- Leadership activities
- Canoeing/Kayaking
- Camping skills
- Mountain biking
- Arts and crafts
- Swimming
- Horseback riding
- Wildlife photography



July 27 - August 2, 2000

Fee: \$500.00

— Register Today! —

Section II: Functional Writing

Planning

There is additional space for planning on pages 18 and 20.

*If you are using a word processor, staple your Section II finished work here.
You may make corrections directly on your printed page(s).*

Section II: Functional Writing

NHS

432 Park Crescent, Nalwen, Alberta T6R 1P1

May 5, 2000

Ms. Fran Proctor, President
Nalwen Community Foundation
312 Scottsdale Boulevard
Nalwen AB T6R 1P1

Dear Ms. Proctor:

[illegible]

There is additional space for written work on pages 19 and 21.

Section II: Functional Writing

Planning

There is additional space for planning on page 20.

Section II: Functional Writing

Written Work

There is additional space for written work on page 21.

Section II: Functional Writing

Planning

Section II: Functional Writing

Written Work

SECTION III: RESPONSE TO VISUAL COMMUNICATION



Homeless Person

SECTION III: RESPONSE TO VISUAL COMMUNICATION
(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you?

Reminders for Writing

- consider the details in the photograph
- identify a main idea communicated by the photograph

Explain your idea by referring to the photograph. You may also refer to the photographer’s choices to support your idea.

INITIAL PLANNING

Space is provided here for your initial planning. **Write your finished work on pages 25 and 27, or attach word-processed work to page 25.**

Idea communicated:

Support:

There is additional space for planning on pages 24 and 26.

Section III: Response to Visual Communication

Planning

There is additional space for planning on page 26.

*If you are using a word processor, staple your Section III finished work here.
You may make corrections directly on your printed page(s).*

Section III: Response to Visual Communication

Written Work

There is additional space for written work on page 27.

Section III: Response to Visual Communication

Planning

Section III: Response to Visual Communication

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Credits

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"The Progress of Canada's Children 1998" from <http://www.ccsd.ca/pcc98/pcc98hle.htm>. Reprinted by permission of the Canadian Council on Social Development.

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English 33: Part A
June 2000

English 33: Part A

Name:										Date of Birth:										Y		M		D		Sex:	
(Last Name)										(Legal First Name)																	

Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box) (Village/Town/City) (Postal Code)

School Code:

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School: _____ **Signature:** _____

Check this box if you have attached word-processed pages to this booklet

No Name

Apply Label Without Student's Name



English 33: Part A

Accommodations (mark all applicable): to be filled in by

Supervising Examiner

Accommodation 5

10

Accommodation 6

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Accommodation 10

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